# TEACHER LEADERSHIP IN HIGHER EDUCATION INSTITUTIONS WITH REFERENCE TO NATIONAL EDUCATION POLICY -2020 IN NCR :AN EMPIRICAL STUDY

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# TEACHER LEADERSHIP IN HIGHER EDUCATION INSTITUTIONS WITH REFERENCE TO NATIONAL EDUCATION POLICY -2020 IN NCR : AN EMPIRICAL STUDY

## 1. INTRODUCTION

The world is experiencing a sea change in the knowledge arena. Almost all unskilled jobs will be executed through machine and human intervention will be the least. Skilled manpower with multidisciplinary abilities will be the need of the hour in coming future. There is a requirement of major reforms to be incorporated in the current pedagogy to bridge the gap between the outcome of current state of learning and what is required.

The New Education Policy (NEP) is focused on achieving this desired outcome. As per NEP 2020 education must develop cognitive capacities as well as social ,ethical and emotional capacities.( NEP 2020)There is a need to understand that higher education has to be dealt and handled in a more pragmatic way and for sure in a different manner as done with undergraduate. This National Education Policy envisions an education system that will transform India into a knowledgeable society making India the hub of knowledge.

NEP wants the faculties of higher education to provide quality higher education simultaneously influence, motivate, guide and lead their students to become a innovator, entrepreneur not only enabling personal accomplishment and enlightenment but constructive public engagement and productive contribution to the society.

Aim of the higher education is to prepare students who are good ,creative sensible and who are able to study more than one areas of interest indepth and develop ethical and constitutional values along with intellectual inquisitiveness and scientific thought process.

In view of the above statements it's evidently clear that along with change in the pedagogy, dealing with higher education students the faculties have to develop leadership qualities to achieve NEP vision. Only a good leader can motivate , influence and guide his or her followers to the desired goal. It's not that leadership is required only to lead subordinates , in early eras of Gurukul the gurus had there own leadership style to motivate the students to utilise the knowledge imparted to them for the

betterment of the society. Gurukul emphasized on applied knowledge and offered an education that prepares them for all fields of life and focused on value based learning just like what the NEP envisages. ( Joshi, 2020). Leaders in Higher Education must ensure that they coach / mentor their faculty to empower them and academic staff to develop leadership skills.

A study done in China shows that that teacher leadership (TL) is an essential aspect of providing quality higher education.( Zhang, Tian, Ni & Fang, 2021). To improve learning and teaching in higher education it's very important to develop leadership in faculties of higher education. Most the focus of faculty development is in the professional development of Higher education teachers, but there is a requirement of developing teacher leadership skills in higher education institutes.

At international level Universities Government authorities use the best practices along with theory of research as per the demands of the educational institutions for building teacher leadership.( Augustine & Devin 2014). The study carried out in America emphasized that Teachers should endeavor to keep themselves abreast with activities which would aid in their professional growth and they should better their pedagogy and enhance their expertise and should grow in capacity as leaders being a teacher that is teacher leaders.

Teacher leadership is the capacity of the faculty to exhibit leadership skills both in their teaching and learning of their students ,inside as well as outside the classroom. It's the ability of a faculty, how he or she encourages their colleagues, how they share their expertise and knowledge, how they resolve the classroom problems, how eager they are to learn new things. One can say that the teacher leadership is a collective influence of a faculty on colleagues, students, and others members of the higher education community.

The concept of leadership came from the corporate world, but unlike corporate world in the academic world the consumer is a product also , a product for society and nation buildup which has to be made ready ,trained ,influnced ,developed, motivated and encouraged by the faculties of the institute with ethical , emotional and situation values

The study is basically to understand and ascertain the desired leadership style the faculties of higher education specially in today's scenario . First we need to understand today's scenario .India is fast growing as a superpower , and a country becomes a superpower only if it's population is well educated, economically stable, people not only prepare themselves for becoming economically independent but are contributors to making the society economically stable ,where everyone works to build the nation , where people respect and understand ethical and constitutional values . Thus the teachers play a

very important role right from foundation stage till the higher education. But the role of teacher changes as per the stage of learning.

The faculties of higher education has to mold , motivate , prepare , influence and guide their students to become a nation builders and not just focus on their well being , and for this task the faculties has to have leadership qualities along with a good pedagogy style . Teaching is just one part of the whole responsibility of the faculties of higher education. The leadership is not only restricted to administrative tasks but extends to research, handling of students and dealing with colleagues.

### 1.1 What's is leadership

It's important to understand what is leadership. It's the potential and ability to influence behaviour of others. Ability to persuade others to seek defined objectives enthusiastically. As per Peter F. Drucker "leadership is doing the right things" some says Leadership is about taking risks and challenging the status quo.

In simple language leadership can be understood as the ability to lead but this won't help much a better definition is given in BNET online business dictionaries. "The capacity to establish direction and to influence and align others toward a common goal, motivating and committing them to action and making them responsible for their performance." A true leader is just not a title but is a measure of how many people one influences and is able to motivate . Leadership is the ability to influence a group toward the achievement of goals. The common thought process involved in making the definition of leadership as people understand are :

**a. Group phenomenon**: this means leadership cannot exits without a group of people following a certain person called leader. Thus it's a group phenomenon .

**b. Influence and persuasion** . To achieve a common goal through people one has to influence and persuade people to an 3xtent that they start believing and following the leader . At this stage the leader can guide the followers to achieve the common goal .

**c. Goal directed**. Very easy to understand as Without a goal there is nothing to achieve and hence noone need to be motivated or influenced that means no followers and thus no leader and hence no leadership.

**d. Hierarchy:** By this phenomenon it's understood that there has to be an hierarchy where the leader holds the top moat position and the rest are aligned below as per their importance and employability..

One thing has to understand that leadership may come from the position one holds in an organisation which is a formal kind and at the same time there can be leaders who emerged out due to their ability to guide people among a group which is know as informal type.

**1.2 A Brief History of Leadership**

Historical evolution of leadership Theory started in 19th century, It had five main eras/theories namely great man , trait, behavioral, situational and new leadership. As per great man theory leaders are born and as per trait theory leaders could be born or made. whereas behavioral theory proposed that leaders can be made by their actions. The situational and contingent theories emphasized that leaders - follower relation is influenced by the environment and the situational conditions. Then came the new theories which took into account the complexities of the new era and gave two theories namely transformational and transactional. Transformational theory believed in inspiring and motivating the followers where as transactional theory believed in rewarding and punishing the employees as per their performance**.**

The dynamically changing leadership concepts resulted in emergence of shared ,collective and collaborative leadership which believed on coordinative leadership practices of all and not just of the leaders alone. These theories were followed by servant leadership which proposed serving the people first. The most recent leadership concept is of inclusive leadership which focuses and encourages followers to become leaders . (Benmira S & Agboola M. 2021)

**1.3 Historical Leaders:**

Since the time the human started to live in a society there has been leaders to lead the group. It's not only seen in the human beings ,it's even seen in the animals. We as social creatures who like to bond together to accomplish a task as a team which are not possible to be fulfilled alone and thus one among the group becomes the in-charge of guiding and leading the whole group in an organised manner to achieve the unified task.

In the past leaders belonged to either of the following types generally:-

a. Military
b. Political
c. Religious .

a. **Military**: Around 500 B.C. a Chinese General Sun Tzu wrote the Art of War, where in he professed not to use Army except as a last resort and urged to focus on good political policies and strategies to avoid war at all cost.
b. **Political**: it started somewhere in 1790 B.C, where Babylonian ruler Hammurabi unified his empire by making codified laws to be followed by one and all.
c. **Religious**: Religion is something that binds people together very strongly and people follow religious leaders blindly even when they know nothing about them. They have a long lasting impact on their followers and the society as a whole .

### 1.4 Modern Leaders:

Industrial revolution brought in a new kind of leaders namely the economic leaders. They need not have armies to build their empire / Kingdom all that was required was the modern technology . Union leaders emerged out of this along with various activities linked to it .

The other category of leaders which emerged out of the this revolution were the scientific leaders. Availability of wide range of new raw material, new technology promoted the emergence of this category of leaders. They studied the workplace and various practices which could help enhancing the productivity and output of the workforce.

Productivity is directly linked to the nature of the working environment, more positive the environment is higher the productivity and vise versa . It is also effected by the kind of boss handling the whole process. A happy and satisfied work force is more beneficial and more efficient compared to a disgruntled and unhappy workforce

### 1.5 Educational leadership :

Generally it draws upon interdisciplinary literature but the major focus is on the pedagogy, the theory of knowledge and development of the human resource. Teacher leadership is one of the various educational leadership theories which has been presented and explored like

#### a Social justice leadership

It's defined as:

"A leadership style that promotes activism in a school leader's practice to transform environments into spaces where all students thrive even when it appears that conditions are hopeless".

It means transformation of a the study environment from the platform where some students were left at a disadvantage to a platform where all can learn and thrive by using the principles and theories of social justice leadership. As an educator it's very important aspect because the pupil you teach feels comfortable and confident

**b. Instructional leadership :**

It basically deals with the administrative management of the institute by the principal. The success of running the institute was the sole responsibility of the head of the institute. Now it's being extended to the school staff as well.

**c. Teacher leadership (TL)**

Teacher leadership is a term which is being used internationally to label a variety of different roles of teachers and teaching assignments. TL is a process where in teachers lead changes in their institute for the benefits of the students by stepping outside their classrooms and making things work with their colleagues, administration of the institute along with the students and their families.

There are people exploring the impact of various practices on student achievement. Educational leadership is being taught as an academic discipline at number of universities across the world. Several countries have various strategies on educational leadership including formal curriculum audits by educational leaders and trained auditors to evaluate and check whether the curriculum is aligned with the goals of the institute and the overall institute leadership.

TL majorly impacts teacher's professional development (Ghamrawi, 2013; Hickey & Harris, 2005; M. Taylor et al., 2011), creativity (Kandiko, 2012; Zacher & Johnson, 2015), student learning engagement (Yao et al., 2018), school decision-making (Bagley & Margolis, 2018; Bellon & Beaudry, 1992), and School improvement (Harris & Muijs, 2003; Ingersoll et al., 2018) for HEIs.

## 1.6 Style of leadership

The three main styles of leadership are

**a. Autocratic leadership:**

whereby the leader makes all decisions without consultation, the leader dictates everything like goals to be achieved, how to be achieved, when to be achieved by whom to be achieved etc…without any participation from anyone from the group. In this style there is very low or nil autonomy, the orders are followed without any questions asked and the job is done under complete supervision.

In this style of leadership there is a clear gap between the leaders and the followers and generally it was seen in the early tribes and kingdoms. In today's scenario it's generally observed in the environment where zero error syndrome is prevalent or errors are not preferred.

The autocratic leaders believe that the group members need to directed, forced, coerced and controlled to get effective results. Douglas McGregor's Theory X assumes that people sigh away from responsibility, demotivated, doesn't want to work and hence they need to be compelled through various autocratic means for accomplishing the job.

**b. Democratic leadership :**

whereby the leader-supervisors include members of the organization in the decision-making process. It's also know as shared or participative leadership style . In this style all the members of the group contribute towards decision making .i.e. each member of the group is given a chance to put forward his or her views which is incorporated while making a decision. In this group discussion are preferred and promoted and the group leader guides and exercises control of all the activities involved in participative decision making.

It has been observed that this style is more productive, encourages creativity in decision making and is very good for the morale of the members of the group. Democratic leaders are team players, open minded, willing to adapt, sincere and make logical and value based decisions. They earn respect and trust within the group and inspire their

followers. Democratic leaders don't shy away from listening to members who have a different view point or solutions to a problem thus encouraging complete participation of all the members without the fear of being judged.

**c. Laissez Faire leadership** :

whereby the leader plays a minimal role in the decision-making process. "Allow to do" is what it means in French or " let(it/Them)do". The origin of the word is not known but folklore/general belief is that it originated from the answer received by the comptroller general of finance of France to his question to the industrialists as to what can the government do to help the business. "leave us alone".

This style of leadership believes in trusting and relying on their followers. The laizze fair leaders don't get too involved or don't do micromanagement or don't spoon feed their followers to carry out a task. The leaders have confidence in their followers and are sure about their ability and capability to carry out a task. Their role is limited to give guidance and ofcourse take responsibility.

The prominent characteristics of these style of leaders is that they interfere the least , they let their followers to make decisions and expects them to solve problems and when required take the over-all responsibility of all actions and decisions.

## LITERATURE REVIEW

**Harris, A. (2005). (University of Warwick, England, United Kingdom)** Wrote a critical analysis on **Teacher leadership: More than just a feel-good Factor?** In this article the author explores different inferences and explanation of the term " teacher leadership" . Due to lack of clear definition of the term teacher leadership it's used as an umbrella phrase, however there are certain components which describes this term and these components are instructional ,relational and enabling. Thus teacher leaders Must pay attention to improved instructional outcome , establishment of positive relationship with staff and students and creation of enabling conditions facilitating learning for others. Murphy (2005, p. 15)

**Smith B,L. Bryan L. Smith & Hughey A,W. (2006) (USA)** wrote an article on "**Leadership in higher education – its evolution and potential – A unique role facing critical challenges"**

In this article they have reviewed the work on leadership with special attention on Academic leadership which although being similar and yet different from leadership in private sector. They have discussed about the evolution of leadership in educational institutions and the challenges the institutes and their leaders face in response to the requirements of the corporate world and other industries. The article discusses about how there was very little literature was available then on leadership on higher education **.** How the focus of whatever literature available shifted from role of institution's president to Student then towards discipline the academic side from personal side and then how it changed the role , expectations and responsibilities of faculties accordingly and research & specialization gained importance.

**Augustine-Shaw, D. & Devin, M. (2014)** carried out a study in America on "**Building Teacher Self-Efficacy: A University/District Leadership Academy Model,**" where its emphasized that Teachers should endeavor to keep themselves abreast with activities which would aid in their professional growth and they should better their pedagogy and enhance their expertise and should grow in capacity as leaders being a teacher that is teacher leaders.

**Day, C. & Sammons, M. (2016)**. They reviewed "**Successful School Leadership"** in which they discuss about school leadership and how it contributes in school improvement in **England**. The terms effectiveness and success of an educational institution has been differentiated adequately, where in institute's effectiveness can be measured by the outcome of the students but this isn't enough to gauges whether the institute is successful. Success of the institute is measured through the measurement of

promotion of positive values like integrity, compassion, fairness etc…efforts to encourage passion for lifelong learning along with personal, economical & social capabilities.

The content covered in this reviewed book are models of leadership promoting successful schools, research finding on effective and successful leadership where it was found that headteacher are central to school improvement and they are second only to the classroom teachers in their direct effect on students.

**Abbas, G (2017 )**Presented a thesis on **"impacts of leadership styles on personal and job outcomes among teaching faculty of public sector universities" International Islamic University Islamabad.**

Worked on the effect of transactional, transformational and Laissez-faire style of leadership in academic institutions. The survey was done with a sample size of 756 teachers (including 156 Head of Departments and 600 subordinates). In this paper the author has discussed the effect of transformational, transactional and laissez-faire style of leadership but out of these styles of leadership only one is a style (laissez-faire) while others are types of leadership. The outcome of the study revealed that transformational style predicts job satisfaction, well being and innovative work behaviour positively while turnover intentions is positively predicted by laissez -faire and transactional style.

**Kapur ,R (2019 )** wrote a research paper on **" Leadership Role in Educational Institutions"** where in she highlighted the importance of leadership skills not only at the level of head of dept , principals, directors etc people holding position with authority but also at the level of faculties/teachers.

This paper narrates the significance of leadership in the educational institutions where the faculty/educator should be able to align task with objectives for students , promote social justice along with morality , instill the habit of trust and co-op, along with their primary task of imparting subject knowledge and academic concepts.

Professors in higher education should play the role of a leader to hone the skills of the students besides leadership skills. The leadership roles are classified into three main categories, interpersonal, informational and decisional.

Educational institutions, when the educators are paying attention towards honing their leadership competencies, there are six main elements, which they need to pay attention to. These are, preparing students for the better future, achieving authenticity in teaching, learning and in practicing

assessments, facilitating communities of learning, coping with impediments within the course of leading to effective development of the system of education, translating ideas into sustainable actions and nurturing success of culture (Tng, 2009).

**Karthikeyan, B. & Satish,R. (2019),** carried out a research on "**Role of Teacher Leaders in Higher Education"** In this a survey was conducted through convenience sampling technique for getting input and opinion of the students of Kanchipuram taluk area to get to know what they think about their teacher and about their Leadership. A sample size of 100 was taken from various colleges nearby and data was collected. But I feel conclusion given after the research work finished doesn't match the actual role envisaged in the introduction part of the study by the authors. It's just a study to know what students feel about their teachers. The actual teacher leadership is about social values , emotional values taking care of adversity quotient but this study is about effect of gender of faculty, about his pedagogy, giving small breaks during class ,counseling of weak students etc…

**Zhang,M. Tian, J. Hao , N. & Fang, G. (2021)** did a study on "**Exploring Teacher Leadership and the Factors Contributing to It: An Empirical Study on Chinese Private Higher Education Institutions."**

In China the public higher education institutes are better off compared to the private HEIs when it comes to quality of higher education unlike in USA. It's an original research carried out in China , which tries to explain teacher leadership and the contributing factors to it specially in private higher education institutes. A sample size 4,152 participants was examined to collect data. It has been observed by the researchers that teacher leadership is an important facet for imparting quality higher education. The participants were given 11-item questionnaire to respond to and a 5-point scale to determine the three variables: Teacher Leadership (TL), teacher self-efficacy (TSE), and teacher competence (TC). The study revealed that both these factors namely TSE and TC are closely associated with TL.

**Zembat,R . Yilmaz,H. Degirmerci, S & Celik, B. (2023)** carried out research on "**Teacher Leadership and Classroom Management: A Research on Preschool Teachers "**

The research was aimed at determining teachers' leadership levels and management skill lof the preschool school levels in classroom . They examines these two variables with respect to the

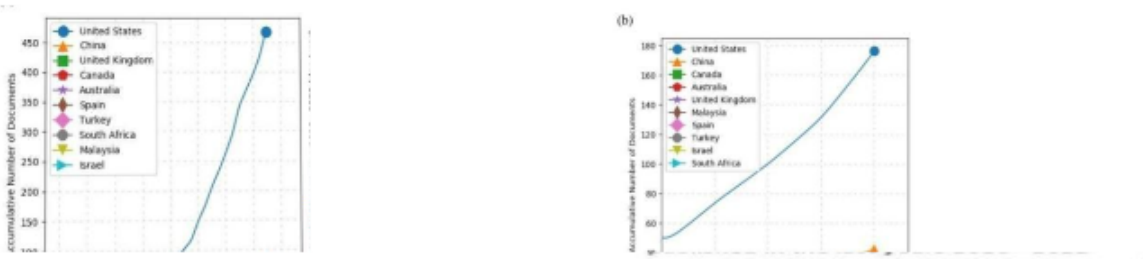
demographic characteristics of the teachers using survey model.The research sample was around 190 and the study was carried out in Istanbul during 2016-2017 . A significant Relationships between these two variables was established. These two variables also revealed a significant difference depending upon the age , willingly choosing the profession and availability of a assistant in the class room.

**Lovett, S (2023)** wrote a review paper on "**Teacher leadership and teachers' learning: actualizing the connection from day one"**

This article highlights the importance of new teachers engaging in leadership activities by reviewing the research and scholarly work done on this topic. This article emphasis that leadership work is a collective efforts and not only the work of some individuals, positional leaders. Teacher leadership is a non positional leadership and a collective effort aimed at improved student learning. It also discusses that *teachers lead by learning and learn by leading.* Today the faculty of higher education should not only teach n research but also lead to have a better student learning.

**Roslan, M F . Razak ,M.R.A . Abdullah,K.H. Ishak,N.S ( 2023)** Carried out a study on " **Analyzing the Evolution of Teacher Leadership Research in 32 Years (1990-2022): A Bibliometric Analysis"** This study carried out in Malaysia aims to explore Teacher leadership-related publishing trends and patterns in The Web of Science (WoS) and Scopus databases.ScientoPy and VOSviewer software are used to run and execute relevant publication data retrieved from WoS and Scopus.

The results showed a positive trend in the growth of teacher leadership publications in both databases since 1990. The top three research areas that dominate this topic are "education & educational research", "business & economics", and "psychology". Based on the country analysis, the United States has become an active publisher, followed by China and Canada. There are still not many countries that contribute towards the publication of teacher leadership Research. Thus, the study of teacher leadership should be explored deeper and further in many countries.




**: Country Evolution Graph of Teacher Leadership Research, (a) based on 32 years of publication; (b) based on 5 years publication trends**

## RESEARCH GAP

The review of literature reveals that not much has been done with respect to study on teacher Leadership in India . Study has been done in other countries like China, USA, Canada and Australia and the notion of teacher leadership is well developed and grounded in research evidence where in countries like India conventional notions of leadership tend to prevail with an emphasis upon the leadership of those at the apex of the organization, the Leadership has been conventionally linked to the hierarchy, administration or with authority and power and is generally viewed as a singular rather than a collective endeavour. In educational institutions it's limited to head of the institute and limited to administrative roles only. (Harris, A., & Muijs, D. 2003).Thus there is a requirement to study and understand the requirement of Leadership at the faculty level where in they have to deal with their colleagues, administration and students in and outside the classroom and with their parents .

## SIGNIFICANCE OF THE STUDY

In Academic institutions one has to deal with students with different mindsets, culture, upbringing, desire, motivational factors , attitude, personality etc. The faculties dealing with higher education students specially have to work on their Leadership qualities to motivate ,guide, identify and hone the skill set of the individual students so that they excel in the field they have the capability, ability and intellect to master. The NEP 2020 wants the students to become a multidisciplinary masters and work for the economic stability of the society instead of individual economic independence. NEP wants to promote creative thinking ,higher education should emphasize on application of the knowledge gained so far. Thus the role of the faculty isn't limited to the pedagogy and subject knowledge but way beyond that, the faculty has to lead along with teach and research.. This study will help us to understand what style of leadership is desired by the academician in today's time frame with special reference to NCR

**Research Question: why this research is being undertaken.**

To ascertain the desired style of teacher leadership , which will not only improve student learning but also faculty self development and organizational development.

## RESEARCH OBJECTIVE

**The basic objectives of the study are as follows:**

1. To study the perception of faculties of higher education institutions about teacher leadership with reference to NEP 2020.

2. To identify the deficient areas among the faculties with respect to teacher leadership under to NEP 2020.

3. To identify the desired style of teacher leadership in higher education institutions to fulfill the requirements of student learning.

4. To suggest the measures for improving teacher leadership with reference to NEP 2020.

## HYPOTHESES

**In the light of the above objectives, the following hypotheses may be formed**

1. **H1**. There will be different perceptions about the teacher leadership.
2. **H2.** There will be deficient areas among the faculties in following teacher leadership with reference to NEP 2020.
3. **H3.** There will be a requirement of distinguished teacher leadership style beyond the prevailing ones.
4. **H4.** There will be measure to improve teacher leadership in the faculties with reference to NEP 2020.

## RESEARCH METHODOLOGY

### Type of Research

This report will follow exploratory and descriptive research.

### Population/Universe

The population of this research will be from Higher Education institutes in NCR

### A. Data Collection

The study is based on the primary data which will be collected from Faculty members from the various HEI of NCR region through a well structured questionnaire.

### B. Sampling Design

Sample Size- 500, Sample Unit-Individual

Sample size has been arrived using the formula

$$\text{Unlimited population: } n = \frac{z^2 \times \hat{p}(1-\hat{p})}{\varepsilon^2}$$

$$\text{Finite population: } n' = \frac{n}{1+\frac{z^2 \times \hat{p}(1-\hat{p})}{\varepsilon^2 N}}$$

where
**z** is the z score which corresponds to the confidence level which has been taken as 95% and the value of z is 1.96
**ε** is the margin of error taken as 5%
**N** is the population size
$\hat{\mathbf{p}}$ is the population proportion taken as 50%

Sample Method- Stratified random sampling

### C Research method and Data Collection Procedure

Questionnaire Method

**PROPOSED LIST OF HIGHER EDUCATION INSTITUTIONS**

**Higher education institutes being considered in the given area of interest with a threshold of NAAC "A" accreditation**

1. Swami Vivekanand Subharti University, Meerut
2. Chaudhary Charan Singh University , Meerut
3. Shobhit Institute of Engineering and Technology (Deemed to be University), Meerut
4. Meerut Institute of Technology, Meerut
5. Krishna Institute of Engineering and Technology(KIET) Group of Institution, Ghaziabad
6. Ajay Kumar Garg Engineering College (AKGEC), Ghaziabad
7. Academy of Business and Engineering Science (ABES), Engineering College, Ghaziabad
8. Sharda University, Noida
9. Noida Institute of Engineering and Technology(NIET), Noida
10. Galgotias University, Noida

## Future scope and outcome of the proposed study :-

This study will help us to get an insight about what does the faculties of higher education institutions feel about teacher leadership styles and how to formulate and plan the various faculty development programs to make it more effective and improve the students learning along with professional development of the faculties. By identifying the most desired styles of leadership required in today's scenario the level of the higher education can be uplifted and will ultimately be able to motivate and transform a raw student into a responsible citizen who is committed for not only his or her personal economical growth but the growth of the society and nation as a whole.

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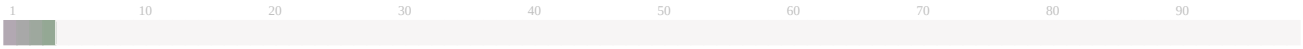


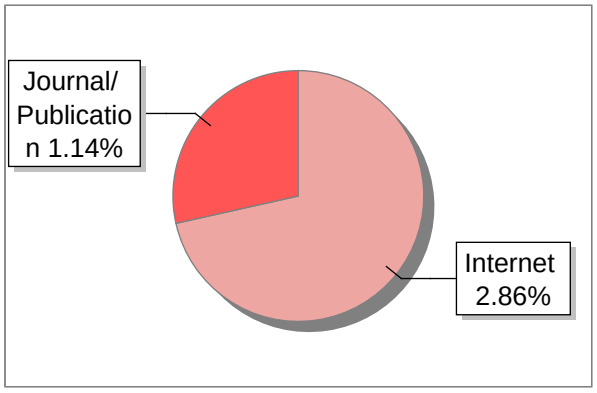


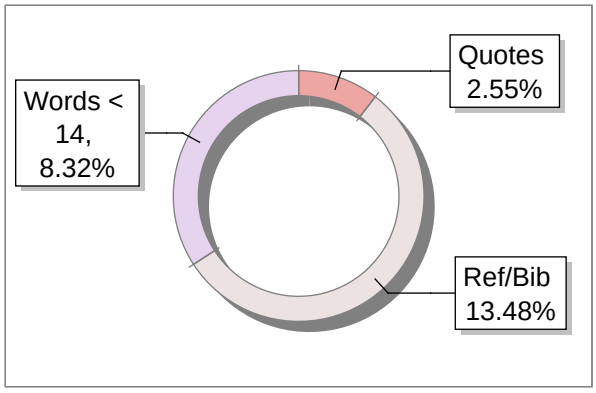


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